



## Specific Requirements for Professional Experience EDEC328 Children as Sustainable Scientists: PrEx 5 days

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**Please note: EDEC328 professional experience is to be completed outside your current or any previous children’s centre workplace. This professional experience involves working with children aged from 2-5 years.**

In addition to the generic PrEx requirements noted in the Early Childhood Teacher Education Student Handbook, this unit also has a number of specific requirements which are outlined and sequenced below:

Professional Experience Timetable	Tasks
Prior to beginning your professional experience	<p><b>Task 1:</b> Ensure you have read the various EDEC328 unit readings to date.</p> <p><b>Task 2:</b> Ensure you have consent forms ready for completion on the first day. Available from the Unit Moodle site (not the PREXUS site).</p> <p><b>Task 3:</b> Read the Early Childhood Australia Code of Ethics <a href="http://www.earlychildhoodaustralia.org.au/our-publications/eca-code-ethics/">http://www.earlychildhoodaustralia.org.au/our-publications/eca-code-ethics/</a>. Ensure that your behaviour follows the required ethical standards as laid out in this document.</p> <p><b>Task 4:</b> Prepare an introductory poster of yourself with a recent respectable and professional photo and ask your supervising teacher where it could be displayed in the centre on arrival.</p> <p><b>Task 5:</b> Prepare a professional folder clearly organised, secure and containing all professional experience notes.</p> <p><b>Task 6:</b> In your professional folder, during the 5-day professional experience, record evidence of your work towards the <i>Final Report</i> criteria in your <b>Evidence Log</b>. This is the brief list recorded daily, which you can use in discussion about the <i>Final Report</i> with your supervising teacher.</p>

<p><b>Day One</b></p>	<p><b>Check your supervising teacher has received an email from the Office of Professional Learning. This email has attachments containing the reporting documents for the supervising teacher.</b></p> <p>Negotiate two broad professional goals with your supervising that are directly linked with early childhood sciences and note in your professional folder.</p> <p>Complete a whole-setting <b>situational analysis</b> as per the Early Childhood Teacher Education Student Handbook</p> <p>Work directly with children alongside your supervising teacher in both indoor and outdoor spaces.</p> <p>For this setting, complete a sciences-curricula analysis composed of various observations of educator’s pedagogy and the setting. Record:</p> <ul style="list-style-type: none"> <li>* <i>who</i> (which educator/s)</li> <li>* <i>where</i> (inside/outside and/or learning area)</li> <li>* <i>which science/s</i> (refer to EDEC328 Topics 4-8)</li> <li>* <i>what educator involvement</i> (educator’s pedagogical roles)</li> <li>* <i>what physical context possibilities</i> (note sciences affordances/resources).</li> </ul> <p>Share your above analysis with your supervising teacher.</p> <p>At the end of day one, negotiate with your supervising teacher and decide on which <b>two focus children</b> you will observe during days two and three; plus, prepare and gain written consent from parents/families now or at beginning of day two. Note be sure to select children who will be attending the centre from days two to five of your placement.</p> <p>Throughout the day gather examples of your own engagement for adding into your <b>Evidence Log</b> and compose your day one comments for your <b>Reflective Learning Journal</b>.</p>
<p><b>Day Two</b></p>	<p>After ensuring that you have written <b>parental consent</b> (also gain verbal <b>child assent</b>), <b>observe</b> the two focus children across the day - watch from a distance and interact closely at times.</p> <p>By the end of the day, prepare <b>two written observations for each child</b> and incorporate your interpretations of their meanings for informing possible science learning plans emerging from these children for days four and five. Share your observations and interpretations with your supervising teacher.</p> <p>Continue to work directly with children, gather examples for your <b>Evidence Log</b> and comments for your <b>Reflective Learning Journal</b>.</p>

<p><b>Day Three</b></p>	<p>Again, <b>observe</b> the two focus children across the day.</p> <p>By the end of the day, prepare <b>two more written observations for each child</b> and incorporate your professional interpretations of their meanings for informing possible science learning plans emerging from these children for days four and five. Share your observations and interpretations with your supervising teacher as you co-decide on relevant <b>science learning experience plans</b> for day four.</p> <p>By the end of the day, design <b>two science learning experience plans</b> for implementation on day four; plus, do any day-before preparations for implementing these plans. Consider consulting with the observed children about these science learning plans too.</p> <p>Continue to work directly with children, gather examples for your <b>Evidence Log</b> and comments for your <b>Reflective Learning Journal</b>.</p>
<p><b>Day Four</b></p>	<p>During the day, <b>prepare for</b> and set-up space/places and resources for the two science learning experiences you have planned.</p> <p><b>Implement</b> the two science learning experiences with interested children, ensuring that the two focus children are invited to engage.</p> <p>Also, by the end of the day document and evaluate children’s engagement before <b>re-planning</b> both ‘science’ learning experiences with relevant extensions for implementation on day five. Consider consulting with the observed children about what and how to extend these experiences.</p> <p>Continue to work directly with children, gather examples for your <b>Evidence Log</b> and comments for your <b>Reflective Learning Journal</b>.</p>

<p><b>Day Five</b></p>	<p>During the day, <b>prepare for</b> and set-up space/places and resources for the next two science 'extension' learning experiences you have re-planned and prepared.</p> <p><b>Implement</b> the two science 'extension' learning experience with interested children, ensuring that the two focus children are invited to engage.</p> <p>Also, by the end of the day document and evaluate children's engagement in these two learning experiences for sharing with your supervising teacher.</p> <p>Continue to work directly with children, gather examples for your <b>Evidence Log</b> and comments for your <b>Reflective Learning Journal</b>.</p> <p>Meet with your supervising teacher about your <b>Final Report</b> and ask about any areas of strength or improvement you may have or need to address in future professional experience placements.</p> <p>Review your Final Report with your supervising teacher. Ensure the report includes the date and signatures of both you and your supervisor, before submitting to the OPL at the completion of the placement. Your evidence log will be useful here. Also, refer back to the Tracking Expectations page in the EC Handbook to ensure that you have completed everything required.</p> <p><b>The Professional Experience Report must be completed by the final day of the professional experience placement and emailed to the Office for Professional Learning <a href="mailto:oplreports@une.edu.au">oplreports@une.edu.au</a></b></p> <p>Ensure your professional folder is up to date and well-organised, so it will be a useful record of your professional experience and offer an informative basis to build on in the next early childhood professional experience placement. <b>Please note that this professional folder is not submitted to UNE it is a personal professional portfolio.</b></p> <p>Make sure that you finish your placement by showing your appreciation to the:</p> <ul style="list-style-type: none"> <li>• Children,</li> <li>• Parents</li> <li>• Staff</li> </ul>
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